

# **Business Essentials**

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## **Course Description**

Introduction to Business will introduce the student to the world of business and help prepare them for their roles as economic consumer, worker, and citizen. Some of the areas that will be covered are accounting, marketing, business law and ethics, management, economics, raising capital, technology, and employability skills. This course will be a building block by giving students the background and vocabulary for future classes that they may take in the business education department.

## **Course Objectives**

Students will understand that economic decisions are based on the needs and wants of people and satisfied with goods services and ideas.

Students will recognize the types of economic system and how they answer the 3 economic questions

Students will analyze the roles that individuals, businesses and governments play within our global economy.

Students will understand how to measure different factors within the economy.

Students will know the different types of businesses and their activities.

Students will identify the types of business ownership and their characteristics

Students will evaluate the different types of management and leadership in businesses.

Students will analyze the role of marketing in the business environment and what makes it effective.

Students will understand the social responsibilities of businesses in the global community.

Students will analyze the role of government in business activities.

Students will understand the roles of establishing and managing a small business.

Students will know the elements of financial recording and using a business' resources.

Students will apply their knowledge of technology and analyze its importance in the business environment today.

Students will explore the careers in business and pursue its possibilities.

Students will prepare a resume and go through a live interview experience.

## **Course Policies/Expectations**

Students are expected to behave and conduct themselves in a manner consistent with the expectations in the Woodward-Granger Middle & High School Student/Parent Handbook. Specific classroom rules for Introduction to Business include:

- Treat others as you want to be treated.
- Students are expected to treat their classmates, teachers, and guests with respect.
- Students must be prepared for the daily activities by being on time, bring proper materials, completed work, and a willingness to learn.
- Students must follow the school's Electronic Device policy. Cell Phones are **NOT** permitted at anytime during the period. During designated times and only by my discretion, I **WILL** allow them as the use of MP3 players/iPods/Calculators. If the use of these devices becomes inappropriate, the opportunity to use these devices will be taken away.
- Students are expected to be active participants in the learning experience and work with their peers and teachers to achieve the course objectives that will prepare them for the 21<sup>st</sup> century

**Academic Integrity:** *Plagiarism is the misrepresentation of another's ideas, phrases, discourse, or works as one's own; it is not tolerated at Woodward Granger. All assignments containing any plagiarism will result in a grade of 0. Cheating on any assignments, tests, and quizzes will result in a grade of a 0.*

## **Tardy Policy**

The school handbook allows for 5 tardies before a Saturday School is given. In my classroom the policy is as follows for the initial tardies.

1st Tardy - Verbal Warning

2nd - 4th - 25 Minutes with teacher before or after school (Bring work or be put to work)

# The Learning Process

## Preparedness Policy (10%)

Students need to complete all formative assessments to the best of their ability and be prepared for the learning experience when due. This skill, critical to the workplace/post-secondary education, will be assessed by the following.

- 1 – Prepared
- 0 – Unprepared

\*\*\*\*\*If the student is aware of an upcoming **planned absence** (extra-curricular activities, vacation, doctor appointment, dentist, etc..) **or gone due to illness**, they must see me to determine the learning that will be missed and the expected turn in date based on the absence.

**\*Unexcused or un-communicated absences**, the work is counted as unprepared and will follow the preparedness policy.

**(Ex. On the due date, the student has a doctors appointment and misses the class but is at school for the rest of the day and does not submit the work.)**

## Formative Assessments (10%)

Students will be given daily opportunities throughout their learning to demonstrate understanding of skills and concepts. All formative assessments will be assessed using the rubric listed below.

- 4 - Exceeds Expectations** - Student demonstrates a high level of understanding for the targeted skill or concept.
- 3 - Secure** - Student can apply the skill or concept correctly and independently
- 2 - Developing** - Student shows some understanding. Reminders, hints, suggestions are needed for understanding.
- 1 - Beginning** - Student shows little understanding of the concept. Additional teacher support is needed.
- 0 - Insufficient Data** - No submission of work.

## Re-Work Policy (Only Formative Assessments)

Once formative assessments have been completed, turned in and reviewed, those students who did not demonstrate learning at a **Secure level or higher**, will be expected to **Re-Work** the formative assessment until they can demonstrate that they are **Secure** in their learning. To assist the students in the Re-Work of their formative assessments, **Hawk Time** is available for the students each day to receive the supports necessary to reach the **Secure level** as well as other times arranged by the student/teacher. Re-Works **MUST** be completed by the Summative Assessment or the level stays the same as what was initially assessed.

\*\*\*\*\*Once the **Secure level is reached** the reworking of the formative assessment is **done**. You may **NOT** rework a Secure Level grade to **Exceeds Expectations** due to the fact that you demonstrated competence in the skill or concept.

## Summative Assessments (80%)

Students will be asked to demonstrate their application of the skills and concepts in a summative test, project or other proof of their learning. The summative assessment will not be given the opportunity to be Re-Worked as it is the final time for the students to indicate what they know after the learning and practice has been completed.

## Quarter Grade Weights

Summative Assessments – 80%  
Formative Assessments – 10%  
Preparedness Policy – 10%

## Semester Grade Weights

1st Quarter – 40%  
2nd Quarter – 40%  
Semester Final - 20%